DOCUMENT RESUME

ED 327 526 SP 032 859

TITLE Health Curriculum Guide. Grade 1. Bulletin 1988, No. 49.

INSTITUTION Alabama State Dept. of Education, Montgomery.

PUB DATE 88

NOTE 74p.; For related documents, see SP 032 858-867; for Alabama Health Education Course of Study, see SP 032 837.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS *Class Activities; Curriculum Development; Disease Control; Drug Education; Exercise; *Family Relationship; *Grade 1; *Health Education; *Human Body; Nutrition; Primary Education; Safety; State Curriculum Guides; Teaching Guides

IDENTIFIERS Alabama

ABSTRACT

This curriculum guide supplements the Alabama "Health Education Course of Study," which offers a comprehensive planned sequential curriculum for grades K-12. The largest section of the guide consists of classroom activities which are tied to specific student outcomes. A list of materials needed to carry out the activities is provided. The activities are organized into units, each of which begins with "notes to the teacher" that identify topics covered in the unit and convey information important for carrying out the activities. A list of "outcomes" summarizes the requirements from the Alabama "Health Education Course of Study" and provides guidance for additional activities which may need to be written. The final section contains teaching materials which are referenced in the activities and are essential to implementing the activities. The topics covered are: Knowing my Body; Keeping My Body Safe; and Knowing about Feelings, Friends, Family, and Fun. (JD)

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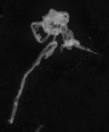

INTRODUCTION

The Health Curriculum Guides consist of ten documents, one for each grade K-8 and one for the required high school course (one-half unit). The purpose of these curriculum guides is to help classroom teachers implement the Health Education Course of Study (Bulletin 1988, No. 25).

The Health Curriculum Guides are supplemental in nature; activities do not cover topics in an exhaustive manner. Consequently, teachers can most effectively use the guides by choosing activities that supplement a locally-planned health program and locally-chosen textbooks. When the curriculum guides are used in this manner, activities may be used in an order that matches the locally-developed health scope and sequence.

The Health Curriculum Guides may also serve as a basic program for Local Education Agencies (LEAs) in the absence of a locally-developed health curriculum. Although topics are not covered in a comprehensive manner, the curriculum guides do provide instructional activities for all topics named in the Health Education Course of Study, and the activities have been arranged in a logical sequence from the first to the last page. It is hoped that the Health Curriculum Guides will serve as a springboard for local curriculum activities in health, which include at least the following:

- developing a local health curriculum K-12,
- acquiring needed resource materials, and
- writing additional activities in areas of greatest need.

The Health Curriculum Guides are divided into sections. Each guide begins with a TABLE OF CONTENTS that lists topics to be taught, provides descriptive labels for each activity, and specifies page number(s) on which the activity may be found. The TABLE OF CONTENTS enables teachers to identify easily those activities that supplement topics covered in locally-designed programs. The second and largest section of the guide consists of classroom ACTIVITIES. All activities are tied to specifically-identified student outcomes and a list of materials needed to carry out the activities is provided.

Activities are organized into Units identified by Roman numerals in the Table of Contents. Each Unit begins with NOTES TO THE TEACHER that identify topics covered in the Unit and convey information important for carrying out the activities.

A third section of the guide contains a list of all OUTCOMES for the grade level and any APPENDICES. The OUTCOMES summarize requirements from the Health Education Course of Study and provide guidance for those LEAs in which additional activities need to be written.

The fourth section of each guide is called the TEACHING MATERIALS SECTION. This section contains materials which are referenced in the activities and are essential to implementing the activities. Many of the teaching materials are handouts or diagrams that will need to be made into transparencies or duplicated for students. Consequently, the materials in the fourth section are printed on one side only to facilitate copying.

ACKNOWLEDGMENTS

When the State Board of Education passed a resolution on November 12, 1987, requiring AIDS instruction to become part of comprehensive health education by the 1988-89 school year, it was clear that some priorities in the Department of Education would change.

Responsibility for implementing the resolution was assigned to the Division of Student Instructional Services and personnel were instructed to do what was required to meet the timelines. Writing the Health Curriculum Guides was the prerequisite activity for complying with the State Board mandate, and the timelines dictated that the sixteen-month period usually designated for such a project be compressed into four months.

The timelines could not have been met without the following major contributions:

1. Our partners in Local Education Agencies (LEAs) and Institutions of Higher Education (IHEs) volunteered human resources to help accomplish the task.
2. Most personnel in the Division of Student Instructional Services put their assigned duties aside, learned to do new tasks, and worked exclusively on the Health Curriculum Guides for several months, including evenings, weekends, and holidays.
3. Other personnel in the Division of Student Instructional Services made necessary adjustments and sacrifices to assume responsibility for programs and assignments of their co-workers while continuing to perform their usual duties.

Approximately 150 educators have contributed directly to the Health Curriculum Guides. We express our appreciation for draft writing done by selected personnel in the following LEAs:

Birmingham City Schools
Cullman City Schools
Huntsville City Schools
Jefferson County Schools
Vestavia Hills City Schools

The following IHEs assisted us by providing current or retired health educators who served as readers or whose students in the areas of curriculum and health wrote health-related activities:

University of Montevallo
Troy State University - Dothan
Troy State University - Montgomery
University of Alabama

A debt of gratitude is owed personnel in the Alabama Department of Public Health for their role in verifying the technical accuracy of the Health Curriculum Guides.

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I. KNOWING MY BODY

NOTES TO THE TEACHER

Activities in the KNOWING MY BODY Unit cover three major topics:

1. My Body Has Parts
2. My Body Needs Food
3. My Body Gets Sick

It is extremely important for students to understand the basic systems of the body and to realize the importance of keeping healthy. Well-organized and well-taught instructional activities can make a positive contribution to the students' understanding of how each body system contributes to the health of the total body.

Most of the activities provide a number of different approaches to teaching the Unit including singing, chanting, movement, illustrations, discussions, pictures, role-playing, poems, posters, charts, stories, and experiments.

A helpful resource for teaching this Unit is Alabama Smile Keeper (ASK), which can be obtained from the Alabama Department of Public Health, Dental Health Branch, Montgomery, Alabama 36130.

HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY HAS PARTS

OUTCOME: 2. Identify major body parts.

ACTIVITY 1 - OUTCOME 2

With the fingertips of both hands, have the students touch their heads, shoulders, hips, knees, ankles, and toes. Reverse the action beginning with the toes and ending with the head. Repeat the activity. Sing or chant the following:

HEAD, SHOULDERS BABY

1. Head, shoulders, baby one-two-three*
   Head, shoulders, baby one-two-three
   Head, shoulders, head, shoulders,
   Head, shoulders, baby one-two-three

2. Shoulders, hips, baby one-two-three
   Shoulders, hips, baby one-two-three
   Shoulders, hips, shoulders, hips,
   Shoulders, hips, baby one-two-three

3. Hips, knees, baby one-two-three
   Hips, knees, baby one-two-three
   Hips, knees, hips, knees,
   Hips, knees, baby one-two-three

4. Knees, ankles, baby one-two-three
   Knees, ankles, baby one-two-three
   Knees, ankles, knees, ankles,
   Knees, ankles, baby one-two-three

5. Ankles, toes, baby one-two-three
   Ankles, toes, baby one-two-three
   Ankles, toes, ankles, toes,
   Ankles, toes, baby one-two-three

Reverse the action beginning with the toes and ending with the head. The last line is then:

That's all, baby one-two-three
That's all, baby one-two-three
That's all, that's all**
That's all, baby one-two-three

*When the words "one-two-three" are sung, snap the fingers in rhythm on each word.

**Wave good-bye until the end of the song.

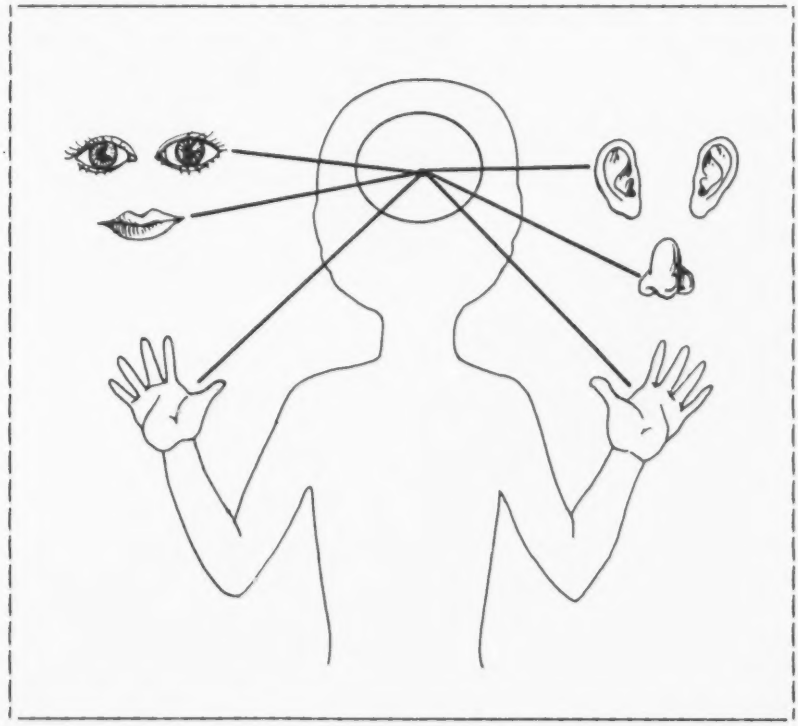
ACTIVITY 1 - OUTCOME 2 (Cont'd)

Adapted from: "Head, Shoulders Baby," a handwritten original by Maxwell Weaner and published in Rhythms Today!, Edna Doll and Mary J. Nelson, Silver Burdett Co., 1965. OUT OF PRINT.

ACTIVITY 2 - OUTCOME 2

Materials:
- Peppermint candy for each student
- High-pitched bell
- Rattle
- Tennis ball
- Cotton balls soaked in cologne
- Handkerchiefs or scarves for each child
- Drawing of the Five Senses (Teaching Materials Section, p. 65)
- Person Outline (Teaching Materials Section, p. 66)

Using the illustration below, prepare a bulletin board that represents the interrelationship of the five senses. The central figure of the bulletin board should be the student's head. String or ribbon may be extended from the picture of each sensory organ back to the head.



ACTIVITY 2 - OUTCOME 2 (Cont'd)

Emphasize that people can smell, taste, see, hear, and feel because nerves carry messages to the brain. Use the bulletin board to convey this concept.

Play a message game. Blindfold each child with a large handkerchief or scarf. Use the following items one at a time with each individual child:

- Peppermint candy for tasting (Is it sour? Sweet? Bitter?)
- Bell and rattle for hearing (Which one rings? Which one rattles?)
- Tennis ball for touching (What shape is it? Is it hard or soft? Smooth or textured?)
- Cotton ball soaked in cologne for smelling (Describe the fragrance.)

Remove the blindfold. Ask the students to describe the ability to function without sight. Did it make a difference in what they tasted, heard, felt, or smelled?

HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY HAS PARTS

OUTCOME: 10. Explain how daily exercises contribute to growth and the maintenance of health by promoting proper functioning of the body.

ACTIVITY 3 - OUTCOME 10

Remind the students that exercise is necessary for physical health and growth. State that the heart, lungs, muscles, and other body organs need exercise in order to function properly. Stress that some forms of exercise require movement from place to place (locomotor), and other forms of exercise may be completed without taking steps (non-locomotor). Introduce students to the following movements.

Locomotor	Non-locomotor
Walk	Push
Run	Pull
Hop	Bend
Turn	Stretch
Slide - (one foot moving along the floor with the other foot closing up beside it; usually done sideways)	Sway

Ask students to identify the various movements. Demonstrate the physical motions associated with each movement.

Sing the following song to the tune of "Are You Sleeping?" Have the students use the appropriate movements while singing. (Walking, running, hopping, and sliding may be done in place.)

I am walking, I am walking

Yes I am, yes I am.

Keep my body healthy, keep my body healthy

Oh, yes m'am! Oh, yes m'am!

ACTIVITY 3 - OUTCOME 10 (Cont'd)

Repeat the song, substituting some of the following words for the word "walking."

pushing	bending
running	twisting
pulling	turning
sliding	bouncing
stretching	swaying
hopping	

Have the students stand in a circle. Read the poem below as the students demonstrate the motions. Encourage the speaking of the words as students learn them. (Later the activity may be performed silently to allow the symmetry of the movements to become a poem in motion.)

Have students face the center of the circle for the first two lines of each verse and turn and move clockwise for the third and fourth lines of each verse. To add another dimension to the experience, percussion instruments may be used to produce sounds for each movement. (See notes related to instrumentation at the end of Activity 3.) For a variation, play the instruments without the movement to create a poem in sound.

POETRY IN MOTION

Face the center:	Push, pull; push, pull Stretch------Bend------
Move clockwise:	Walk, walk, walk, walk Slide------slide------
Face the center:	Push, pull; push, pull Stretch------Bend------
Move clockwise:	Hop, hop, hop, hop Twist-------twist-------
Face the center:	Push, pull; push, pull Stretch------Bend------
Move clockwise:	Run, run; run, run; run, run; run, run Turn------turn------
Face the center:	Push, pull; push, pull Stretch------Bend------
Move clockwise:	Bounce, bounce, bounce, bounce Sway------sway------

ACTIVITY 3 - OUTCOME 10 (Cont'd)

Notes related to instrumentation:

Push, pull: sand blocks

Stretch: run the mallet up a xylophone (glissando)

Bend: run the mallet down the xylophone

Walk: hand drum

Twist: tambourine (hit)

Run: sticks

Turn: tambourine (shake)

Bounce: tone blocks

Sway: finger cymbals

Slide: triangle

Culminate the activity by reminding students that physical fitness through daily exercise is important now and in later years. Lead students to understand that daily exercise helps to provide for growth and good health because it helps the body function more efficiently.

TOPIC: MY BODY HAS PARTS

OUTCOME: 3. Recognize types of teeth and their locations.

ACTIVITY 4 - OUTCOME 3

Materials: • Chart paper
• Marker

List the three types of teeth on chart paper: primary, permanent, and six-year molars. Discuss the timelines with students concerning the appearance of each type tooth.

- Primary means both important and first. Primary teeth are a person's first teeth and begin to grow from six months to two years. Primary teeth are the first five top and lower teeth beginning at the front of the mouth. Loss of these teeth usually occurs from about the seventh year birthday until the eleventh year birthday.

- Permanent means to be in place without plans to change. Permanent teeth begin to grow in the back of the mouth at about age seven. Permanent teeth eventually replace the primary teeth. A complete set of permanent teeth numbers 32.

- Six-year molars are the first permanent teeth to appear. A unique characteristic is that a molar does not replace any primary tooth. Molars help determine the placement of other permanent teeth.

TEACHER NOTE:

A dental education unit entitled Alabama Smile Keeper (ASK) is available from the Alabama Department of Public Health, Dental Health Branch, Montgomery, Alabama 36130. The unit contains many helpful teaching aids, charts, and printed information.

HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY HAS PARTS

OUTCOME: 4. Describe the parts of the tooth and explain their functions.

ACTIVITY 5 - OUTCOME 4

Materials:
- Poster board or chart paper
- Drawing paper
- Crayons

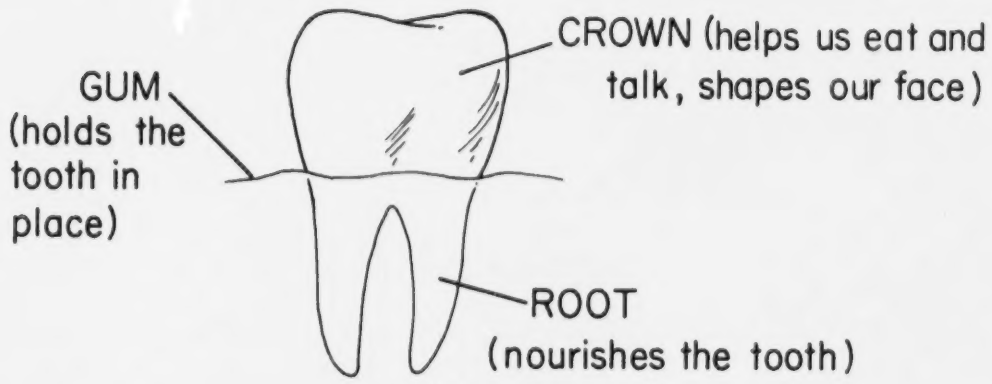
Enlarge the illustration below on poster board or chart paper and have the students identify the parts and functions of the tooth. If available, have a student bring a recently pulled tooth for observation. Instruct students to draw a picture of a tooth that includes the crown, gum, and root. Discuss that the crown helps a person eat and talk, the gums help to hold the teeth in place, and the tooth is nourished from its root.

Read the following poem to the class at the conclusion of the activity.

A happy tooth
That's what I am
From root to gum
to crown.

I'm clean and healthy
yes, I am
I only smile
I never frown!

Illustration:



HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY HAS PARTS

OUTCOMES: 1. Understand that primary teeth are usually replaced by permanent teeth.

5. Give reasons, other than normal growth and development, for the loss of primary teeth.

15. Understand measures to prevent loss of primary teeth.

ACTIVITY 6 - OUTCOMES 1, 5, and 15

Materials:
- Flip chart or butcher paper
- Mirror
- Paper
- Crayons

Discuss with students that a normal part of growth and development is losing primary teeth. Stress that primary teeth are replaced by permanent teeth. Allow students to look into a mirror to identify primary and permanent teeth.

Using a flip chart or butcher paper, develop with students a list of reasons other than normal growth and development for the loss of teeth. List these in a column. In an adjacent column, list ways to avoid loss of teeth.

REASONS FOR LOSING TEETH	HOW TO AVOID LOSING TEETH
Cavities	Brush teeth and eat a proper diet.
Gum disease	Floss teeth and visit the dentist.
Improper hygiene	Brush and floss teeth regularly.
Accidents	Don't bite on hard candy or ice.
	Don't push or trip someone.
	Play safely on the playground.

Have students copy the chart. As an extension of this activity, have students draw pictures illustrating methods to avoid the loss of teeth.

TOPIC: MY BODY NEEDS FOOD

OUTCOME: 9. List the four basic food groups, give examples and sources of the foods that comprise each, and recognize a balanced diet.

ACTIVITY 7 - OUTCOME 9

Materials:
- Large envelope
- Clear contact paper
- Poster board
- Markers
- Old magazines

Find pictures of foods from the different food groups. Place the pictures in an envelope. Draw a chart on poster board listing the four basic food groups as pictured below. For durability, cover the chart with clear contact paper. Have the students place the pictures on the chart according to the proper food groups. An extension of this activity is to provide pictures of junk food to see if the students recognize these as "not" in the basic food groups.

Chart of Food Groups

Milk Group	Meat Group
Fruit and Vegetable Group	Grain Group

HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY NEEDS FOOD

OUTCOME: 20. Demonstrate knowledge of a proper diet.

ACTIVITY 8 - OUTCOME 20

Materials:
- Construction paper
- Old magazines
- Scissors
- Glue

Assign students responsibility for making a menu for either breakfast, lunch, or dinner. Direct students to use magazine pictures of food for the menus. Have students cut and glue pictures on construction paper. Direct students to explain the items chosen for a given menu. Ask other students to listen to the explanation and decide if the menu contains food from all four food groups.

After planning menus for the meals, have students plan nutritional snacks.

During all discussions, inject awareness of poor nutritional food choices. (Areas of concern include sugar, salt, and fat.)

HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY NEEDS FOOD

OUTCOMES: 21. Know what is acceptable conduct when eating.

32. Demonstrate acceptable manners when eating in school, home, or public places.

ACTIVITY 9 - OUTCOMES 21 and 32

Materials:
- Place mats (paper or cardboard)
- Plates (paper)
- Napkins (paper)
- Knives, forks, and spoons (plastic)
- Cups (paper)

Clarify with the class the meaning of the term "acceptable."

Remind the students that what is "acceptable" depends on where they are eating and who is eating with them. Give an example that eating with their hands is probably more "acceptable" at a picnic than when they are eating a meal with friends and friends' families.

Give each student one of the following: place mat, plate, napkin, knife, fork, spoon, and cup. Direct the students in the proper placement of the items on the place mat. Demonstrate the correct posture for sitting at the table. Lead a discussion concerning the proper order of the place setting, the acceptable use of each utensil, correct drinking procedures, and correct posture. Introduce the art of conversation while eating. Stress appropriate topics to be discussed at the dinner table.

Demonstrate the correct procedure for clearing the table after eating.

Students should be expected to practice acceptable behavior in the live setting of the lunchroom and at home. Likewise, students should be encouraged to report their successes and to bring to class any questions that arise concerning acceptable conduct when eating.

TOPIC: MY BODY GETS SICK

OUTCOME: 6. Describe how germs enter the body and discuss practices that help prevent their entry.

ACTIVITY 10 - OUTCOME 6

Materials:
- Ice cream sticks
- 5" X 7" cards
- Crayons
- Poster board or chart paper
- Glue

Introduce the activity by reminding the students that germs live in many places, including inside the body and on the skin. Stress that germs may be acquired from other people. Point out that germs enter the body through the nose, mouth, and open wounds. Invite a nurse or other knowledgeable person to visit the class to talk about protecting the body from foreign objects. Ask the visitor to demonstrate the proper cleansing and bandaging of wounds using different kinds of bandages and cleansers.

To further stress good health habits, make a poster or chart with the following rules for good health. Review the good health habits with the students.

Practicing
Good Health Habits

1. Exercise.
2. Dress for the weather.
3. Get plenty of rest.
4. Eat the right food.
5. Wash hands often.
6. Treat a cut.
7. Don't share food.
8. Cover your cough or sneeze.
9. Stay home when sick.

Give each student a 5" X 7" card, crayons, and an ice cream stick. Refer to the chart and instruct the students to select one health habit that will help prevent the entry of germs into the body (possible selections: 5, 6, 7, and 8). Ask the students to draw and color pictures of people practicing this rule. Tell the students to glue the ice cream stick to the back of the picture so that it becomes a sign post about a good health practice. On a large wall, display all of the students' signs. (An appropriate title might be SIGNS OF GOOD HEALTH.)

ACTIVITY 10 - OUTCOME 6 (Cont'd)

Teach students the following poem that summarizes good health practices:

Cover your cough,
and don't share food;
Keep your hands so clean.
Treat a cut,
Stay warm and dry;
Some germs are mighty mean.

Get lots of rest,
and lots of play;
And lots of good food, too.
A healthy body
you can have;
Good health will come to you.

HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY GETS SICK

OUTCOME: 11. Name several common illnesses, describe symptoms associated with each, and discuss factors that are important for control.

ACTIVITY 11 - OUTCOME 11

Materials:
- Chalkboard
- Chalk

During times when students are prone to be absent from school due to colds, flu, and other viral and respiratory illnesses, discuss and encourage ways to curtail infections. Begin discussions by listing on the chalkboard the illnesses the students have experienced. Have students who have been ill provide input regarding the symptoms that were experienced during their illnesses. (Comparison of symptoms that are typical of several of the illnesses listed can be noted.) Have students list symptoms that require use of cautious behavior when having contact with others (fever, sore throat).

Have volunteers demonstrate proper behavior when experiencing an illness such as covering the mouth and turning the head to sneeze. Provide an explanation that some painful symptoms (headaches, toothaches) are not threats to others and therefore do not preclude school attendance. Stress that other symptoms (fever, vomiting) do preclude attendance at school or work because they constitute greater possibilities of spreading an illness to others. (Examples may be cited if several students with the same symptoms are absent from school.)

ACTIVITY 12 - OUTCOME 11

Materials:
- Empty prescription containers of varying size, shape, and color
- Empty containers of medicine which can be purchased over the counter (OTC) or without a written prescription
- Sample prescription form
- Large poster of a prescription form
- Vocabulary list
- Chalkboard
- Chalk

ACTIVITY 12 - OUTCOME 11 (Cont'd)

Write the following list of vocabulary words on the chalkboard prior to the activity.

- doctor
- physician
- pharmacist
- licensed
- over-the-counter medicine (OTC)
- prescribe
- dispense

Place all medicine containers in view of the students. Have the students explain any differences they see in the containers.

- Some are glass.
- Some are plastic.
- Some are small/large.
- All containers have labels with instructions. Some are typewritten, (usually prescription medicines) and others have small print (usually over-the-counter medicines).

Ask students to explain which containers have medicine prescribed by a doctor and which containers have medicines that can be bought over-the-counter (OTC).

Introduce the sample prescription form and the poster reproduction. Explain the requirements for receiving prescription medicine. Emphasize that medicine is prescribed only by a doctor and dispensed only by a licensed pharmacist. Also, stress that prescriptions bear the name of the person for whom the medication is intended (note place for name on prescription form) and should never under any circumstances be given to another person. Point out that a person should not take medicine that has been prescribed for someone else. Note that the pharmacist places the name of the person for whom the medicine is intended directly on the bottle of medicine along with specific directions of 1) how much of the medicine to take at one time and 2) how often to take the prescribed dose. Explain that these directions may also be accompanied by other statements that need explanation such as:

- Take Only With Food
- May Cause Drowsiness
- Do Not Take With Milk

Emphasize again the difference between over-the-counter (OTC) drugs and drugs prescribed by a physician.

ACTIVITY 13 - OUTCOME 11

Materials: • Chart paper
• Marker

Explain and elicit discussion concerning the importance of checkups from a doctor. Invite a health professional to visit the class to explain the steps and procedures that occur in a doctor's office when a person goes for a checkup. Ask the visitor to bring basic supplies and equipment that might be used for a physical examination such as:

- tongue depressors
- thermometer
- blood pressure monitor
- stethoscope

Once the procedures have been explained and the equipment identified, allow students to ask questions or tell of experiences they have had during a checkup. Make a list of new vocabulary introduced during the presentation by the health professional. Present the new vocabulary words on a chart and review the meaning of each word.

HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY GETS SICK

OUTCOME: 22. Discuss rules of daily hygiene.

ACTIVITY 14 - OUTCOME 22

Materials: • Chalkboard
• Chalk

Tell a story about a day in the life of a child who uses the rules and procedures of daily hygiene. The story should include as many of the following topics as possible:

- taking a bath
- brushing teeth/flossing
- washing hair
- cleaning fingernails
- washing clothes
- playing with pets

Have students develop the sequence of the story and add details of their own. At the end of the story, list on the chalkboard all the activities in the story that depict habits of good hygiene. Discuss why each activity is important.

Ask students to discuss variations in the sequence and in the activities of the story. (For example, people bathe at different times of day, teeth should be brushed more than one time a day, and some activities may not necessarily be performed every day.)

Have students discuss what happens when rules of hygiene are not followed carefully and consistently.

HEALTH - 1
KNOWING MY BODY

TOPIC: MY BODY GETS SICK

OUTCOME: 7. Identify specific diseases that can be prevented by vaccines and discuss the need for immunization and booster shots.

ACTIVITY 15 - OUTCOME 7

Discuss with the students the severity of diseases, such as measles, mumps, smallpox, and polio. Point out that a person can become very sick or crippled from some diseases. Add the concept that diseases can be spread from person to person. Explain that vaccinations, immunizations, and booster shots are necessary to keep these diseases from spreading. Emphasize the long-lasting benefits of vaccinations, immunizations, and booster shots. Stress that the discomfort caused by these preventive measures is only temporary.

Teach the students to say or sing the following chant. Have the students compose a tune to express the chant or use the example provided.

JUST A LITTLE STING

SING:

Just a little sting
And it's over;
Just a little sting
That's so!
Just a little sting
And it's over--
No "ouch," no "oops,"
No "oh!"

SPEAK:

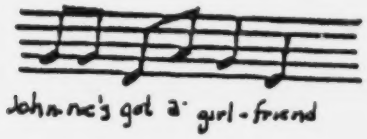
Safe from measles,
Safe from mumps,
Safe from smallpox, too.
Safe for many years ahead
I've had my booster--
How about you?

SING:

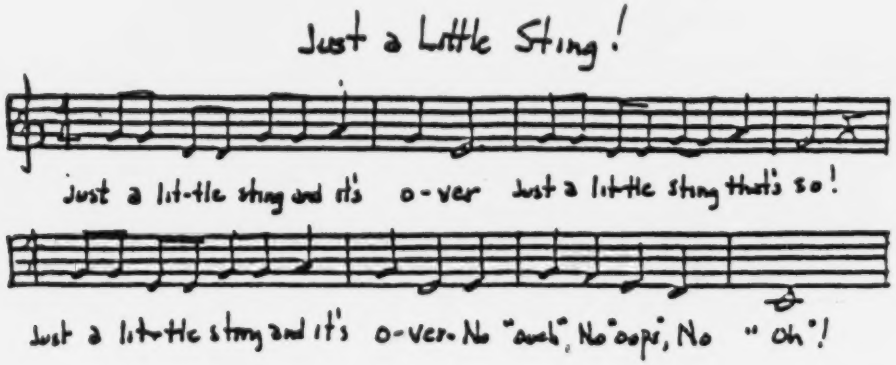
Just a little sting
And it's over;
Just a little sting
That's so!
Just a little sting
And it's over--
No "ouch," no "oops,"
No "oh!"

ACTIVITY 15 - OUTCOME 7 (Cont'd)

Recall the chant that children say or sing when they are on the playground. The following is an example:



The following song is based on this chant. Sing the song or make up another tune. (The song may be sung, chanted, or spoken in rhythm.)


Just a Little Sting!
just a lit-tle sting and it's o-ver just a lit-tle sting that's so!
just a lit-tle sting and it's o-ver. No "ouch", No "oops", No "oh"!

II. KEEPING MY BODY SAFE

NOTES TO THE TEACHER

Activities in the KEEPING MY BODY SAFE unit cover four major topics:

1. Traffic and Dangerous Surroundings
2. Wrongful Treatment
3. Harmful Substances
4. Safety Helpers

Safety is an important part of life; therefore, students should have a constant awareness of safety. Students must be aware of dangers that exist in the home, at school, and in the total environment.

In this unit of the Health Curriculum Guide, activities are designed to increase each student's knowledge of facts about safety. These activities may be integrated with other subject areas during the school day. The activities provide a number of different approaches to teaching the units including reading, charts, experiments, pictures, contracts, role-playing, discussions, posters, games, stories, and outside speakers.

A helpful resource for teaching this unit is McGruff's Drug Prevention and Child Protection Program, Teacher's Guide with Instructions, First Grade, Puppet Productions, Inc., San Diego, California 92138.

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: TRAFFIC AND DANGEROUS SURROUNDINGS

OUTCOME: 16. Identify environmental conditions that affect individual and community health and safety; locate local environmental hazards and discuss their avoidance.

ACTIVITY 16 - OUTCOME 16

Materials:
- Chart paper
- Marker
- Folders - 1 for each student
- 8 1/2" X 11" paper
- Items that pollute the environment (cans, bottles, pictures of smoke)

Have the students orally define "environment," "pollution," and "hazard." Write these terms on a vocabulary chart. Emphasize that different environments have different kinds of pollution. Stress that danger exists in all of our environments.

List on a chart many environments in which students live (home, school, parks, playgrounds, restaurants). Display the chart. Instruct students to write each environment at the top of an 8 1/2" X 11" piece of paper. Direct students to place these papers in individual folders to use later. Instruct students to begin watching for things that pollute their different environments (litter, loud noises, smoke, smog, paper, cans, cigarette butts, bottles). Have students discuss ways in which things pollute their environments. Direct students to write each pollutant on the appropriate paper in their folders.

Place items in an interest center that are tangible evidence of pollution including bottles, cans, horns, radios, polluted water, and pictures of cities showing smoke and smog. Take care that the items exhibited do not create health hazards for students.

ACTIVITY 17 - OUTCOME 16

Materials:
- Interest center in the library containing books, pamphlets, and other reference materials on environmental pollution

Have students visit the library interest center. Ask the librarian to share resources in the center that help identify types of pollution (carbon monoxide, untreated wastes, litter, lead, noise). Let this be an ongoing part of the study if the class has access to the school library on a weekly basis. (If a school library is not available, place books on environmental pollution in a classroom interest center.) After an initial visit to the library, place selected books in a classroom interest center to be accessible on a daily basis. Encourage students to read and look at books during free periods or when they finish with other assignments.

ACTIVITY 17 - OUTCOME 16 (Cont'd)

Following the use of books to develop knowledge and awareness of pollution, use other media to reinforce the threat pollution poses to the environment. Expose students to hazards that may not be evident in their environment on a daily basis. Continue to review unfamiliar concepts and terminology until they become part of the students' daily vocabulary when pollution is discussed.

ACTIVITY 18 - OUTCOME 16

Materials:
- Pictures depicting polluted air
- Pictures depicting clean air
- Pictures of people with parts of the body affected by illnesses caused or made worse by polluted air

Show pictures depicting polluted air. Have students tell how they know that the air is polluted in each picture (smoke, fumes, smells).

Show pictures depicting clean air. Have students compare these pictures with the polluted air pictures. Display pictures with body parts affected by illnesses caused or made worse by polluted air. Have students identify parts of the body affected by polluted air (lungs, skin, eyes, heart). Lead students in a discussion of how polluted air may have caused or made the condition worse. (Students at this grade level can do little to control or prevent air pollution. The main thrust of the activity is to develop an awareness of air pollution and how polluted air affects the individual's health.)

ACTIVITY 19 - OUTCOME 16

Materials:
- Paper towels
- 3 jars containing water (large enough for entire class to see)
- Black or red soil
- Baking soda
- Chalkboard
- Chalk

Write the word "pollution" on the chalkboard. Guide students in stating a definition of pollution. Ask students to specifically define polluted water.

Point to the three jars containing water from the local water supply. Direct students to observe the first jar of water. Lead a discussion similar to the following:

Question: Is this safe water?
Possible Answer: Yes, we can assume it is safe since it is from our local water supply; therefore, it has been treated and tested for purity.

ACTIVITY 19 - OUTCOME 16 (Cont'd)

Add baking soda to the second jar of water, but do not tell students what is being added. Stir well. Lead a discussion similar to the following:

Question: Is this safe water?
Possible Answers: Yes, the water is clear.
No, something has been added.

Summarize the answers on the chalkboard under headings labeled "Yes" and "No." Do not discuss further at this time.

Stir red or black soil into the third jar. Lead a discussion similar to the following:

Question: Is this safe water?
Possible Answers: Yes, it is just a different color.
No, it is dirty.

Repeat the above procedure for summarizing the answers on the chalkboard. Do not discuss further at this time.

Show the students the ingredients that have been added to jars 2 and 3. Lead students in drawing the following conclusions:

Baking soda is used for such purposes as cooking and brushing teeth. It does not pollute the water. However, it does change the taste. The water is not unsafe to drink, although drinking large quantities of this type water would not be healthy. Soil or dirt is not considered safe for placing in drinking water at any time. The third jar definitely contains polluted water. However, the assumption that all polluted water looks dirty is not true. Water that is unsafe can also look clear and clean.

ACTIVITY 20 - OUTCOME 16

Invite a representative from the county extension service to discuss how damage can occur to soil by the following:

- insecticides
- fertilizers
- solid waste disposal

ACTIVITY 21 - OUTCOME 16

Materials:
- Sound level meter
- Radio
- Record player
- Record
- Various noise-making items
- Model or drawing showing parts of the ear

Request assistance from the school's audiologist to demonstrate how sound is measured with a sound meter. Measure the noise level of different sounds, such as radio programs, recordings, loud voices, and other types of noise frequently found in the environment. Relate the measurement of the noise level to the established level of sound that can cause impaired hearing.

Use a model or drawing to show the specific parts of the ear that can be damaged when consistently assaulted with loud sound over an extended period of time. Remind students that many of the sounds measured in the day's lesson are those heard daily in recreational activities.

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: TRAFFIC AND DANGEROUS SURROUNDINGS

OUTCOME: 23. Discuss rules related to safety.

ACTIVITY 22 - OUTCOME 23

Materials:
- Magazines
- Cardboard for mounting pictures
- Scissors
- Glue

Have students bring old magazines from home. Ask students to cut out one picture that shows a rule of safety being followed. (Pedestrians cross the street at appropriately marked crosswalks.) Direct students to mount the pictures on cardboard. Instruct students to group themselves by picture categories of safety rules (school bus, traffic lights, bicycle, pedestrian, automobile, stray animals). Direct students to discuss safety rules pertaining to their category. Encourage and facilitate the students' discussions by asking questions and pointing out details in the different pictures. Have the groups share the safety rules shown in each group's pictures.

Variations:

- Instruct students to look for pictures of safety rules being violated.
- Ask students to draw pictures rather than securing them from magazines.

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: TRAFFIC AND DANGEROUS SURROUNDINGS

OUTCOME: 17. Give examples of and solutions to waste and misuse of natural resources.

ACTIVITY 23 - OUTCOME 17

Materials:
- Chart paper
- Marker
- Pictures and other media depicting natural resources
- Contract forms or materials to develop contracts

Explain the concept of natural resources by utilizing pictures and other media. Include natural resources, such as clean air, pure water, animal life, and plants.

Have students state specific acts that cause waste of natural resources. Write these acts on a chart. (Such acts might include littering, wasting water, causing forest fires, and polluting water.)

Instruct students to report specific acts of wasting natural resources observed in the neighborhood and at school. Do reporting on a daily basis for several days. Explain that students are to focus on reporting the acts and not on reporting the names of persons involved. Add the students' observations to the earlier listing. When there are multiple observations, place a check mark by the act for each additional time it is observed. Stress that students must be specific when reporting observations so that their imaginations do not skew the overall results.

Have students develop solutions that would halt or decrease the waste of natural resources. Stress that some of the solutions should be actions that children can implement. List the solutions on a chart. (Example: Pick up trash on the playground.) Post this list beside the chart of specific acts that waste natural resources.

Provide or develop with the students a contract to use in eliciting the cooperation of at least one family member to help implement the class' solutions. If students are not familiar with writing contracts, incorporate instruction in using contracts with this activity. (A sample contract is shown below.)

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: WRONGFUL TREATMENT

OUTCOME: 19. Recognize physical abuse and understand why children should talk to a responsible adult if they believe they have been treated wrongfully.

ACTIVITY 24 - OUTCOME 19

Conduct a discussion that will help the students recognize physical abuse. Discuss the difference between physical abuse and ordinary punishment. Lead the students to understand that physical abuse may take the form of being beaten, kicked, bruised, locked in rooms or closets, or some other unusual punishment. Reassure students that ordinary spanking is not considered abusive. Encourage students to tell a responsible person (parent, teacher, clergy, policeman, or others) when they believe they have been physically abused.

Refer to the McGruff's Drug Prevention and Child Protection Program for additional information and activities concerning physical abuse.

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: WRONGFUL TREATMENT

OUTCOMES: 25. Discuss guidelines related to use of medication and ways of saying "no" when offered medication by someone other than a designated adult.

34. Practice refusal techniques associated with potentially harmful situations.

ACTIVITY 25 - OUTCOMES 25 and 34

Materials: • Magazine pictures

Lead a discussion using the topic "When I'm Sick." Encourage responses from the students that describe how they feel and what they do when they are sick. Tell students that sometimes the doctor orders medicine for people to take when they are sick. Stress the importance of following directions when taking medication by playing a "suppose" game. Ask the students to speculate about what might happen as a result of not observing the following safety rules about medicine:

- Always read the label.
- Follow the directions on the label.
- Take medicine only as directed.
- Do not take another person's medicine.
- Take medicine only from your parents or some other responsible adult.

Ask students to role-play what they would do if someone other than their parents or someone designated by their parents offered them medication.

Plan a bulletin board display of magazine pictures the children have found showing love and care of family and special friends. Let the students describe what is happening in the pictures. Encourage students to think of different ways that families and friends show they care for each other. Include in the discussion that physical touch is an important part of expressing love and trust. Give illustrations to describe the appropriate vs. inappropriate situations.

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: HARMFUL SUBSTANCES

OUTCOME: 12. Identify the various forms of alcohol, nicotine, and caffeine.

ACTIVITY 26 - OUTCOME 12

Materials: • Elementary school level reference books with information on drugs

Provide the definition of the word "drug" from a reliable reference book written for young children. (Emphasis includes the importance of using reliable sources for obtaining information on this subject. Students often hear reports and opinions from friends, family, and the media that are in direct opposition to actual facts.)

After the definition is established while still using information from a reliable source, stress the difference between drugs of abuse (alcohol, nicotine, caffeine) and drugs of a medicinal nature (used to treat illnesses when dispensed correctly). Give examples of both types of drugs for clarification. Emphasize that the body size of children makes them less able than adults to tolerate the harmful effects of small amounts of drugs.

ACTIVITY 27 - OUTCOME 12

Materials: • Full-page magazine ads of the following:

- cigarettes
- cigars
- chewing tobacco
- tea
- wine
- beer
- liquor
- aspirin
- wine cooler
- chocolate candy/cakes
- coffee
- soft drinks

• Poster board
• Marker
• Glue

Prepare three posters each labeled with one of the three following drugs of abuse: alcohol, nicotine, and caffeine. Place the posters at student eye level in one area of the room. Nearby post or place the full-page ads where all ads can be seen at one time. Have students come forward, choose a picture, and explain whether the item pictured contains alcohol, nicotine, or caffeine. Seek consensus of other students as selected students attach the picture to the poster labeled with the drug identified.

Provide guidance so that pictures are correctly placed.

ACTIVITY 27 - OUTCOME 12 (Cont'd)

Emphasize that some drugs (caffeine) that appear in common foods are harmful but not as harmful as other drugs (alcohol, nicotine) that should be avoided by children.

Posters of classified pictures should be saved to use with Activities 28 and 29.

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: HARMFUL SUBSTANCES

OUTCOME: 13. Name the harmful physical effects associated with use of alcohol, nicotine, caffeine, and pills taken without adult supervision.

ACTIVITY 28 - OUTCOME 13

Materials:
- Poster labeled "NICOTINE" developed in Activity 27
- Reliable reference sources including audio visual materials on nicotine
- Vocabulary list on chart paper including, but not limited to, the following:

  - poisonous
  - emphysema
  - substance
  - litter
  - chronic

Using reference materials, present a five minute explanation of the effects of nicotine. Information should include, but not be limited to, the following:

- Nicotine is a poisonous substance found in cigarettes, cigars, chewing tobacco, and snuff.

- Nicotine is addictive, increases the rate of heartbeat, raises blood pressure, and has an adverse effect on dental health by increasing the chance of gum problems which may result in cancer.

- Nicotine causes serious complications in the respiratory system, such as emphysema, lung cancer, and chronic bronchitis.

- Environmental problems are increased by persons smoking (fires, air pollution, litter).

- Effects of nicotine are transferred to the non-user of tobacco when smoke is inhaled.

- Chewing tobacco and snuff increase the chance of certain mouth and gum problems even though no smoke is involved.

Refer to the poster developed in Activity 27 and compare how the pictures and ads displayed depict the use of tobacco products as opposed to the actual damage created by nicotine that comes from tobacco use.

ACTIVITY 29 - OUTCOME 13

Materials:
- Poster labeled "ALCOHOL" developed in Activity 27
- Reliable reference sources including audio visual materials on alcohol
- Vocabulary list on chart paper including, but not limited to, the following:

- alcohol	- disease	- drunken driver
- alcoholic	- intoxication	- DUI (Driving Under the Influence)
- alcoholism	- drunk	

Using reference materials, present a five minute explanation of the effects of alcohol. Information should include, but not be limited to, the following:

- Alcohol damages the entire body.
- Alcohol can cause death.
- Alcohol causes people to lose control of their minds and bodies so that they do things they would not ordinarily do.
- Alcohol destroys brain cells which cannot be reproduced.
- Alcohol affects decisions people make because they are impaired in body muscle coordination, vision, hearing, memory, breathing, judgment, behavior, and speech.

Refer to the poster developed in Activity 27 and compare how the pictures and ads displayed depict the use of alcohol products as opposed to the actual damage created by alcohol use.

ACTIVITY 30 - OUTCOME 13

Materials:
- Empty prescription medicine bottles
- Empty over-the-counter medicine bottles
- Chalkboard
- Chalk

Explain and show that directions for taking medication are always available, are very specific, and absolutely must be followed accurately as to the amount and time taken. Stress that the directions often contain words that students cannot read or understand. Also remind students that they are still learning to understand time and use of the clock; therefore, it is imperative that all medication be administered only by an adult who carefully reads the directions first.

Show and read warnings from the medications which indicate the problems encountered when medications are not properly ingested. Using medicine bottles, read information sections on overdose and other inappropriate use of each type medicine. Have students summarize this information. List on the chalkboard a summary of problems that occur from not properly following directions. Have students state how these problems may be avoided.

ACTIVITY 30 - OUTCOME 13 (Cont'd)

Have the students generate lists of appropriate persons who may dispense medication (parents, teachers, nurses, doctors) as opposed to those who should not dispense medication (strangers, their friends, siblings except by direction of parents). Ask students what is likely to happen if adults do not help them take medication?

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: HARMFUL SUBSTANCES

OUTCOMES: 14. Describe safety practices that individuals should follow when using health products.

24. Know basic procedures to follow if emergencies related to dangerous substances occur.

25. Discuss guidelines related to use of medication and ways of saying "no" when offered medication by someone other than a designated adult.

ACTIVITY 31 - OUTCOMES 14, 24, and 25

Materials:
- Several empty containers of household products, such as liquid soap, insect spray, disinfectant cleaner, powdered cleaner
- Paper cups
- Orange juice
- Empty prescription and non-prescription drug bottles
- White construction paper (8 1/2" X 11" - 1 sheet per student)
- Crayons

Using white construction paper, direct the students to make signs with STOP written on one side and GO on the other side. Have students color the STOP sign red and the GO sign green.

Show the empty containers. Discuss the intended use of the substances that were in each container. Stress that emergencies occur with improper use of these substances.

Choose some students to demonstrate the situations on the following page. Instruct the other students to decide if they should try to stop the students from the action or encourage them to continue the action. If the students think the action could be harmful, instruct them to show the STOP sign and say, "Stop!" If the action could not be harmful, instruct the students to show the GO sign and say, "GO!"

ACTIVITY 31 - OUTCOMES 14, 24, and 25 (Cont'd)

STOP OR GO?

1. Pour liquid soap in a drinking cup and offer it for a drink. STOP or GO?

2. Pretend to offer medicine from a bottle with another person's name on it. STOP or GO?

3. Pretend that a friend who has the measles telephones you. He wants you to come over and play. STOP or GO?

4. Pretend that someone offers you a cigarette to smoke. STOP or GO?

5. Pour orange juice in a small, clean paper cup. Offer it to a student. STOP or GO?

Develop additional situations for role-playing, dramatization, or story-telling. Discuss procedures for emergencies related to these situations. Remind the students to seek help immediately from an adult if they have had too much medication or have ingested a household product.

Follow this activity with a discussion of the correct use of medicines. Remind the students to take medicine only from their parents or other responsible adult. Explain that medicines should be taken only according to the directions on the label.

ACTIVITY 32 - OUTCOMES 14 and 25

Have students sit in a circle so that they can hear each other speak. Explain to students that they have been talking about ways to take medicines safely. Tell them that they will have the opportunity to apply rules about medicine to "make-believe" situations.

Read the first "make-believe" story from the "Situations and Rules Related to Medication" on the following page. Ask students what they would do if they were the person in the story. Be sure that speakers give reasons for their proposed actions.

After several persons have described the best actions to take and why, ask students to make up rules to help in situations indicated in the stories.

Have students state rules in different ways. If applicable, apply more than one rule to each situation. (Examples of acceptable rules are provided for each situation in the "Situations and Rules Related to Medication." Students' answers will vary in wording but should be similar in content.)

Repeat the procedures described above for situations 2, 3, 4, and 5. Conclude the activity by drawing students' attention to the importance of rules. Discuss what could happen if students don't obey medication rules.

SITUATIONS AND RULES RELATED TO MEDICATION

1. You are at home. Your mother is in the yard working. It is time to take your medicine. What should you do? Why?

   Examples of acceptable rules:

   - Medicine should be given by adults we know.
   - Mothers know how to give us our medicine.
   - Children should not take medicine by themselves.

2. You are at school and are recovering from an illness. Your mother put your medicine in a sack and sent it to school with you. It is time to take your medicine. What should you do? Why?

   Examples of acceptable rules:

   - Medicine should be given by adults we know.
   - Children should not take medicine by themselves.

3. You are at a friend's house. You get sick. Your friend has medicine she takes when she is sick. Should you take your friend's medicine? Why or why not?

   Examples of acceptable rules:

   - Never take somebody else's medicine.
   - Only take medicine prescribed for you.

4. You are told by your doctor that your mother is to give you medicine when you are sick. How will your mother find out <u>how much</u> medicine to give you?

   Examples of acceptable rules:

   - Always read the labels before taking or giving medicines.
   - Consult the directions to know how much medicine to take.

5. You are playing on the playground with your friends. One of your friends has vitamins with him. He tells you they taste great and offers some to you. What should you do?

   Examples of acceptable rules:

   - Only take medicine from adults we know.
   - Don't take someone else's medicine.

HEALTH - 1
KEEPING MY BODY SAFE

TOPIC: SAFETY HELPERS

OUTCOME: 18. Discuss the ways that different professionals and specific agencies help protect individual health and the environment.

ACTIVITY 33 - OUTCOME 18

Materials:
- Coat hangers
- Hole punch
- String
- Poster board

Ask students to name persons who help keep us healthy. Guide the students in naming the following groups of persons as a minimum: physicians, nurses, dentists, sanitation officers, and dieticians. On poster board, have students draw and color a figure to represent each group of persons listed. Direct students to cut out and attach the figures to coat hangers with string. If students know any of these professionals or workers by name, have them attach the names to the figures. (This gives the project a more personalized effect.) Make a master mobile. Ask students to name the ways each professional or worker helps to protect our health. Write the list for each professional or worker in as few words as possible and hang below the figure of the appropriate professional on the master mobile. (The list may be reproduced to hang beneath each student's mobile.)

ACTIVITY 34 - OUTCOME 18

Materials:
- Chart paper
- Marker

Over a period of two weeks, schedule persons from the following agencies to visit the classroom and explain the function of the agencies represented:

- City or county health department
- American Red Cross
- Heart Association
- Environmental Protection Agency
- State Medical Association
- American Cancer Association (local division)

Ask the representatives to bring tangible items that can be distributed to every child. Immediately following the visit of a representative, have students name ways the agency helps protect individual health and the environment. Write the students' ideas on chart paper.

ACTIVITY 34 - OUTCOME 18 (Cont'd)

After the visit of the last representative, have the students read the charts and compare these agencies to determine how they are 1) alike 2) different, and 3) complement each other.

If a representative from an agency cannot visit, ask a parent to visit the agency and gather any appropriate materials. Have the parent return to the class to explain the role of the agency and how it serves the needs of the students.

Variation:

Ask students if any of their family members work for one of the agencies to be studied. If so, ask the family members to make a class presentation.

III. KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

NOTES TO THE TEACHER

Activities in the KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN unit cover three major topics:

1. Learning About Feelings
2. Learning About Friends and Families
3. Having Fun

In this unit of the Health Curriculum Guide, instructional activities are designed to help students acquire desirable social skills and ethical concepts. These activities should contribute to development of a realistic self-image and positive self-concept. An understanding of likenesses and differences in people is an important concept conveyed in this unit.

The activities in this unit provide experiences for students that stimulate participation and enjoyment in wholesome recreational play. Provision is made for the development of positive attitudes toward family and friends. These activities may be integrated with other subject areas. The activities provide a number of different approaches to teaching the units including pictures, stories, demonstrations, poems, creative movement, discussions, art, role-playing, creative writing, balloon messages, charts, and games.

HEALTH - 1
KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

TOPIC: LEARNING ABOUT FEELINGS

OUTCOME: 8. Understand that feelings affect health.

ACTIVITY 35 - OUTCOME 8

Materials:
- Paper - 1 sheet per student
- Crayons
- Chart paper
- Marker

Have children select one of the following feelings and draw a facial expression of a person experiencing that feeling:

anger	fear	excitement
happiness	sadness	

Group the pictures depicting common feelings. Consider one feeling at the time. Ask students to tell a story about how persons in the pictures feel and why. Write the story on a chart. Post the chart.

When a story has been written for each feeling, group the stories of negative feelings together (anger, fear, sadness) and the stories of positive feelings together (happiness, excitement).

Relate the content of the grouped stories to ways that our physical bodies are affected such as the following:

- brings smile to your face
- causes you to shake
- makes your face turn red
- makes your body tingle
- makes you feel tired
- makes your stomach hurt
- gives you a headache
- makes you feel good

Summarize that all feelings affect our physical body. Point out that some feelings are good for us and some feelings are bad.

HEALTH - 1
KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

TOPIC: LEARNING ABOUT FEELINGS

OUTCOME: 30. Describe feelings and actions that might result from different emotions.

ACTIVITY 36 - OUTCOME 30

Materials:
- Chalkboard
- Chalk
- Large chart paper or poster board
- Marker

Discuss the meaning of the following words:

1. happiness
2. sadness
3. anger
4. fear
5. loneliness
6. love
7. worry

After describing the different feelings and actions that might result from each, involve the students in the following activity:

- Have the students demonstrate the meaning of each word by their facial expressions.
- Add physical gestures that describe the feeling (Example: anger--stamp the foot).
- Assign each student a number one through seven so that all of the ones are "happiness," the twos are "sadness," the threes are "anger," etc.
- Form a circle and let each student demonstrate the meaning of his/her word with both facial expression and gesture.
- Ask the other students to name the feeling and action demonstrated.

Continue this activity by printing the words "HAPPINESS IS ..." on chart paper or poster board. Encourage the students to answer with one word or a short phrase that best expresses the meaning of happiness. After writing the responses on the chalkboard, read them aloud to the class. Let the students decide if some of the words and phrases follow the same pattern of thought. Organize the words and phrases into a poem using only the students' actual words. Write the poem on the chart.

ACTIVITY 36 - OUTCOME 30 (Cont'd)

Example:

HAPPINESS IS . . .	
recess	having all my homework
pizza for lunch	music time
the last bell	going to my grandmother's
playing with my dog	vacation

Say the poem as a choral reading using solo voices, high and low voices, boys' or girls' voices, or all together. (This activity may be repeated using the other feeling and action words. A booklet containing all of the poems may be compiled and displayed in the school library.)

HEALTH - 1
KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

TOPIC: LEARNING ABOUT FEELINGS

OUTCOME: 27. Express to a responsible adult feelings regarding problems, such as those involving separation, divorce, trips, illness, and death of pets and human beings.

ACTIVITY 37 - OUTCOME 27

Materials:
- Autoharp
- Finger cymbals

Explain to the students that everyone experiences unhappy events. Give examples of unhappy events including separation and illness. Read the following story as an illustration.

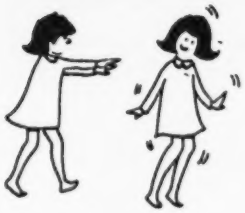
MY BEST FRIEND

My best friend was very funny. He made me laugh when I was sad. My best friend has gone away. Who will make me laugh when I am sad?

Lead the students to pretend that they are the person whose best friend has gone away. Help students decide which movements best express the story. Have students perform a dance story with a beginning, a middle, and an end. Use the Dance-a-Story on the following page as an example.

ACTIVITY 37 - OUTCOME 27 (Cont'd)

DANCE-A-STORY

Illustration	Movement	Story	Instruments
	Point to and walk toward imaginary friend. Pretend to be sad, then give a hearty, silent laugh.	"My best friend was very funny. He made me laugh when I was sad."	Autoharp: C Chord
	Arms up, forming an arch; palms up.	"My best friend has gone away."	Autoharp: Am Chord
	Stand still and straight, arms at side, head and eyes looking skyward.	"Who will make me laugh when I am sad?"	Autoharp: Am Chord Finger cymbals: Strike once at the end.

ACTIVITY 38 - OUTCOME 27

Read the following story to students in a quiet voice.

Once upon a time there was a cat named Samantha. She lived with two children named Jack and Henrietta in a house with a big yard. Samantha liked to play in the big yard where she could climb trees and chase the squirrels and birds. Jack and Henrietta liked to play outside with Samantha.

One day Samantha, Jack, and Henrietta were playing together when Samantha saw a squirrel that ran quickly out of sight. Samantha followed the squirrel even though Jack and Henrietta called for her to come back. They were afraid Samantha would get lost and not find her way home. Darkness came and Samantha still did not return home. The children were sad because they missed their friend and playmate. Each day the children looked for their pet and hoped she would find her way home. The father of Jack and Henrietta put an ad in the lost and found section of the newspaper. The ad contained information on how to telephone Jack and Henrietta with information concerning Samantha. One day a lady telephoned to report that she had found a cat that might be Samantha. She took the cat to Jack and Henrietta. It was Samantha. Jack and Henrietta were very excited because they had missed Samantha.

Time passed and Samantha grew larger and older. One day Jack and Henrietta noticed that Samantha was not running and playing as usual. She slept for long periods of time and ran away when Jack and Henrietta tried to play with her. Mother thought Samantha might be sick, so she took her to a cat doctor called a veterinarian.

The veterinarian explained that Samantha was getting very old, probably would never be able to play with Jack and Henrietta in the same way she had in the past, and would need special care.

Jack and Henrietta continued to play with Samantha when she wanted to play. They also took very good care of her by letting her rest, feeding her a special diet, and making certain that she got exercise every day. Although everyone gave Samantha the very best care, one day Father had to tell Jack and Henrietta that Samantha had died.

ACTIVITY 38 - OUTCOME 27 (Cont'd)

The family was very sad because all of them missed Samantha very much. Jack and Henrietta cried because they were sad. They wanted to make Samantha come alive again, but they knew this was impossible. They even talked about ways they could have prevented Samantha from dying; but Mother, Father, and the veterinarian explained that there was nothing that could have been done by anyone. However, it made Jack and Henrietta feel better to talk to Mother, Father, and the veterinarian about Samantha because all of them understood how Jack and Henrietta felt. Each of the adults explained that one day Jack and Henrietta would be less sad about losing Samantha. They also explained that Samantha would not be coming back as she did when she was lost and then found.

A long time passed and Jack and Henrietta began to feel less sad about the death of Samantha. They remembered all of the fun things they did with Samantha and the many times she made them laugh. They were so glad Samantha had been a part of their lives.

NOTE: When discussing the story with students, explain that the death of a pet, friend, or relative makes people feel sad. Ask the students to name the things that helped Jack and Henrietta feel less sad (talking to their parents and the veterinarian, having their parents understand their feelings of sadness, remembering the happy times with Samantha). Emphasize the parts of the story that discuss the good times the children had with their pet. Read quietly and smoothly the sections of the story that cover the grieving process. Read in a reassuring voice the part of the story that indicates the children will eventually remember the good times. When the story is over, allow 10-15 seconds of silence before making a closing comment concerning the fact that the children had enjoyed and loved their pet and now had fond memories of the time spent with her.

Move quietly to the next lesson of the day without further comment.

HEALTH - 1
KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

TOPIC: LEARNING ABOUT FEELINGS

OUTCOME: 31. Understand feelings associated with making mistakes and explain how mistakes may have beneficial results.

ACTIVITY 39 - OUTCOME 31

Materials:
- Crayons
- Student work sheet: IT'S OK TO MAKE MISTAKES (Teaching Materials Section, p. 67)

Discuss with the students that everyone makes mistakes. Ask students to tell about any mistake that they have made recently. Encourage the students to describe what happened and tell how they felt when they learned they had made mistakes. Keep a list of the mistakes that students describe. Use the list as the basis for letting the students discover the consequence of each mistake. Students may provide examples similar to the following:

MISTAKE	RESULTS
1. Forgot lunch money	1. Went without lunch
2. Left library book	2. Could not read during free time
3. Got on the wrong bus	3. Arrived at the wrong place
4. Forgot field trip permission	4. Missed a trip to the zoo
5. Lost a pencil	5. Borrowed a pencil from a new friend
6. Struck out at bat	6. Practiced and became a better batter

Reassure the students that valuable lessons can be learned from mistakes. Emphasize examples similar to 5 and 6. Use the student work sheet IT'S OK TO MAKE MISTAKES and have the students color the numbered spaces.

HEALTH - 1
KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

TOPIC: LEARNING ABOUT FEELINGS

OUTCOME: 35. Demonstrate how the behaviors of self and others affect the ways one feels.

ACTIVITY 40 - OUTCOME 35

Ask two students to role-play each of the following titles: "Zack Is Mean to Kim;" "Archie Says Something Nice to Naomi;" and "Sheila and Shanon Refuse to Let Charlene Play with Them." Discuss with the class the feelings involved. Ask questions such as the following:

1. What can be a reason for Zack's behavior toward Kim?
2. How do you think Kim feels?
3. How does Archie feel today? Why? How does Naomi feel?
4. How does Charlene feel? What are some reasons for Sheila and Shanon's behavior?
5. If one of these situations happened to you in real life, how would you react?

ACTIVITY 41 - OUTCOME 35

Create situations for role-playing that involve disagreements that frequently happen in first grade classrooms. Have selected students role-play the situations and resolve the disagreements. Situations may include the following:

Situation 1

One student has misplaced his/her crayons. (Possible reasons the crayons were misplaced: older sister borrowed them; student took the crayons home; student left the crayons on the playground/bus.) The student needs to finish a work assignment and borrows a neighbor's crayons without permission. The neighbor is upset and expresses anger in a loud voice.

Situation 2

When the teacher asks students to line up for lunch, one student is always last to get in line. This student consistently runs to the head of the line and pushes other students aside. The other students push back and two children fall down.

ACTIVITY 41 - OUTCOME 35 (Cont'd)

Use the following guidelines to lead a discussion of the situations:

1. Have students describe the behavior that caused a problem.

   - taking crayons without permission
   - breaking in line
   - pushing

2. Have students describe how the behavior of one student affected others.

   - made them angry
   - caused disturbance in class
   - hurt some students

3. Ask students to describe other behaviors that would have made them feel differently?

   - ask permission to use crayons
   - take turns
   - follow rules

HEALTH - 1
KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

TOPIC: LEARNING ABOUT FRIENDS AND FAMILY

OUTCOME: 28. Demonstrate an appreciation for individual uniqueness and recognize differences in classmates.

ACTIVITY 42 - OUTCOME 28

Materials:
- Writing paper for each student
- Ink pad
- Pencils
- Crayons or markers

Lead a discussion similar to the following:

> Think about yourself for a few minutes. Is there a word that describes you? How are you different from your best friend? Choose a partner. Look at each other carefully. Look at your hands. How are your palms different? Your fingers?

Direct students to press their thumbs onto an ink pad and then onto writing paper. Explain that every person has a different fingerprint and that this is just one example of how each person is different from any other person. Have the students write a thumbprint story. Encourage the students to discuss one activity they really enjoy. Instruct students to decorate thumbprints with arms, legs, hair, eyes, mouth, nose, and ears. Direct students to let the thumbprint show the action described. Let students share their thumbprint stories with the class. (If some students do not have writing skills, take dictation while they tell their stories.)

HEALTH - 1
KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

TOPIC: LEARNING ABOUT FRIENDS AND FAMILY

OUTCOME: 29. Experience benefits of friendship with humans and other living things.

ACTIVITY 43 - OUTCOME 29

Materials:
- Helium-filled balloons - 1 per student
- Message outline - 1 per student
- Pencils
- Crayons
- Chart paper
- Marker

Help students understand the importance of having friends at school and at home. Remind the students that pets are friends. Encourage the students to think about their best friend. Lead a discussion that includes the following:

- Characteristics of a good friend
- Things to do with friends
- Ways to be a friend

After the discussion, let the students orally complete the following sentences. Compile the answers on a chart.

FRIENDS

A friend is (characteristics) _____, _____, and _____.
Friends can (activities) _____, _____, and _____ together.
I am being friendly when I (ways to be friendly) _____
_____
_____.

Extend this activity by having a FRIENDSHIP DAY. Prepare a brief message outline for the students. Have each student complete the message and illustrate with a self-portrait. Attach each message to a large, helium-filled balloon. Have students release the balloons. If a person finds the balloon message and responds, invite that person to visit the class or to be a pen pal.

ACTIVITY 43 - OUTCOME 29 (Cont'd)

FRIENDSHIP MESSAGE

My name is _____.
I attend _____ school
in _____, Alabama.

Please be my new friend.
Date _____ (Self-portrait)
Address _____
_____
_____

HEALTH - 1
KNOWING ABOUT FEELINGS, FRIENDS, FAMILY, AND FUN

TOPIC: LEARNING ABOUT FRIENDS AND FAMILY

OUTCOME: 26. Identify different family compositions and discuss how each person contributes to the happiness of other family members.

ACTIVITY 44 - OUTCOME 26

Materials:
- Paper
- Crayons
- Chalkboard
- Chalk

Ask students to name possible family compositions. On the chalkboard, list possible family members. Examples might include:

- mother
- father
- brother(s)
- sister(s)
- stepmother
- stepfather
- grandmother(s)
- grandfather(s)
- aunt(s)
- uncle(s)
- cousin(s)

Let students share how family members show love for each other, take care of each other, share happiness, share sadness, and show courtesy and respect for each other.

Discuss the different ways that family members can make other family members happy. Have the students draw a picture of a family member making another family member happy. Compile the pictures into a class book.

ACTIVITY 45 - OUTCOME 26

Materials: • Children's dictionary
• Sentence strips with the following phrases:

- Please
- Thank you
- Excuse me
- I would be glad to
- Let me help you
- May I
- I'm sorry

• Blank sentence strips
• Markers

Define the terms "courtesy" and "respect." Explain that all people feel better when others treat them with courtesy and respect. Stress that people feel better when they share courtesy and respect. Point out that some people in our homes to whom we should show courtesy and respect are mother, father, grandmother, grandfather, brother, and sister. Have students tell words they use to show courtesy and respect. As a phrase is mentioned, show the sentence strip to the class. Continue asking for phrases until all sentence strips have been shown. Use blank sentence strips to show phrases students suggest that have not been prepared in advance. Ask students to remember to use these phrases at home that evening. Save the sentence strips for Activity 46.

ACTIVITY 46 - OUTCOME 26

Materials: • Sentence strips from Activity 45

Post the sentence strips used in Activity 45. Choose two students to role-play the ways a given phrase may be used to show courtesy and respect. Depending upon the abilities of the students, suggest scenes for the students to role-play (walking in front of someone watching television); or let the students suggest their own scenes before role-playing. (The scenes for role-playing can also be from real-life situations in which students have used the phrases as suggested in Activity 45.)

TOPIC: HAVING FUN

OUTCOME: 33. Demonstrate basic exercises, participate in recreational games, exhibit good sportsmanship, and explain the benefits of each for maintenance of health.

ACTIVITY 47 - OUTCOME 33

Materials:
- Tommy Turkey pattern (Teaching Materials Section, p. 68)
- Poster board
- Marker
- Feather
- Tape

Enlarge the Tommy Turkey pattern on poster board. Write the names of exercises on Tommy Turkey's feathers.

Begin this activity by saying, "Tommy Turkey is a Physical Fitness Nut." Comment that each of Tommy's feathers contains different exercises that tell ways to keep body muscles strong, to stimulate the heart, and to make the body feel good. Tell the students that Tommy needs everyone's help in doing these exercises.

In turn, have the students choose and read one of the exercises on Tommy Turkey. (Students may indicate the chosen exercise by pointing to it with a feather.) Have all of the students perform the chosen exercise.

Types of exercises to be placed on Tommy Turkey's feathers include:

1. Running in Place
2. Walking
3. Swimming Motions
4. Bend/Touch Toes
5. Jumping Jacks
6. Bending
7. Arm Stretches
8. Head Rolls
9. Knee Lifts
10. Arm Circling
11. Deep Breathing
12. Smiling (builds face muscles)

Discuss the concept of taking turns and adequate spacing.

ACTIVITY 48 - OUTCOME 33

Materials: • Jump Ropes or other small gauge rope materials
(Tape can be substituted for rope.)

On the playground or in the gymnasium, form roads with curves and stretches using 2 pieces of rope placed side by side with a space between. Encourage the students to complete the following exercises:

1. Turtle Rabbit Run: This is a running in place exercise. First, run 50 steps slowly then 50 steps fast. Repeat two times.
2. Gorilla Walk: Spread feet apart, bend at waist, and grab ankles. Hold ankles and walk stiff-legged.
3. Inchworm: Get into push-up position, body and arms straight, hands on floor. Keep hands still and walk feet up as close to hands as possible.
4. Bean Walk: Keep legs and arms straight. Bend and put hands on floor. Now walk.
5. Frog Stand: Stoop down and put both hands on floor in front of body. Push forward and stand tip-toe. Leap forward and resume beginning position. Complete several times through the rope roads.

Music may be added to encourage variation in speed.

Do the following touch exercise for relaxation:

I'll touch my hair, my lips, my eyes,
I'll sit up straight and then I'll rise.
I'll touch my ears, my nose, my chin
Then quietly sit down again.

While the students relax, discuss the benefits of exercise (strong muscles, improved posture, and good feelings about self).

Comment on the students' sportsmanship, either good or poor. Discuss how to improve sportsmanship without directly relating it to individual students.

GRADE ONE
OUTCOMES

I. GROWTH AND DEVELOPMENT

1. Understand that primary teeth are usually replaced by permanent teeth.

2. Identify major body parts.

II. INFLUENCES ON HEALTH

3. Recognize types of teeth and their locations.

4. Describe the parts of the tooth and explain their functions.

5. Give reasons, other than normal growth and development, for the loss of primary teeth.

6. Describe how germs enter the body and discuss practices that help prevent their entry.

7. Identify specific diseases that can be prevented by vaccines and discuss the need for immunization and booster shots.

8. Understand that feelings affect health.

9. List the four basic food groups, give examples and sources of the foods that comprise each, and recognize a balanced diet.

10. Explain how daily exercises contribute to growth and the maintenance of health by promoting proper functioning of the body.

11. Name several common illnesses, describe symptoms associated with each, and discuss factors that are important for control.

12. Identify the various forms of alcohol, nicotine, and caffeine.

13. Name the harmful physical effects associated with use of alcohol, nicotine, caffeine, and pills taken without adult supervision.

III. RESPONSIBLE CONSUMERISM

14. Describe safety practices that individuals should follow when using health products.

15. Understand measures to prevent loss of primary teeth.

16. Identify environmental conditions that affect individual and community health and safety; locate local environmental hazards and discuss their avoidance.

17. Give examples of and solutions to waste and misuse of natural resources.

18. Discuss the ways that different professionals and specific agencies help protect individual health and the environment.

19. Recognize physical abuse and understand why children should talk to a responsible adult if they believe they have been treated wrongfully.

20. Demonstrate knowledge of a proper diet.

21. Know what is acceptable conduct when eating.

22. Discuss rules of daily hygiene.

23. Discuss rules related to safety.

24. Know basic procedures to follow if emergencies related to dangerous substances occur.

25. Discuss guidelines related to use of medication and ways of saying "no" when offered medication by someone other than a designated adult.

IV. COPING STRATEGIES

26. Identify different family compositions and discuss how each person contributes to the happiness of other family members.

27. Express to a responsible adult feelings regarding problems, such as those involving separation, divorce, trips, illness, and death of pets and human beings.

28. Demonstrate an appreciation for individual uniqueness and recognize differences in classmates.

29. Experience benefits of friendship with humans and other living things.

IV. COPING STRATEGIES (Cont'd)

30. Describe feelings and actions that might result from different emotions.

31. Understand feelings associated with making mistakes and explain how mistakes may have beneficial results.

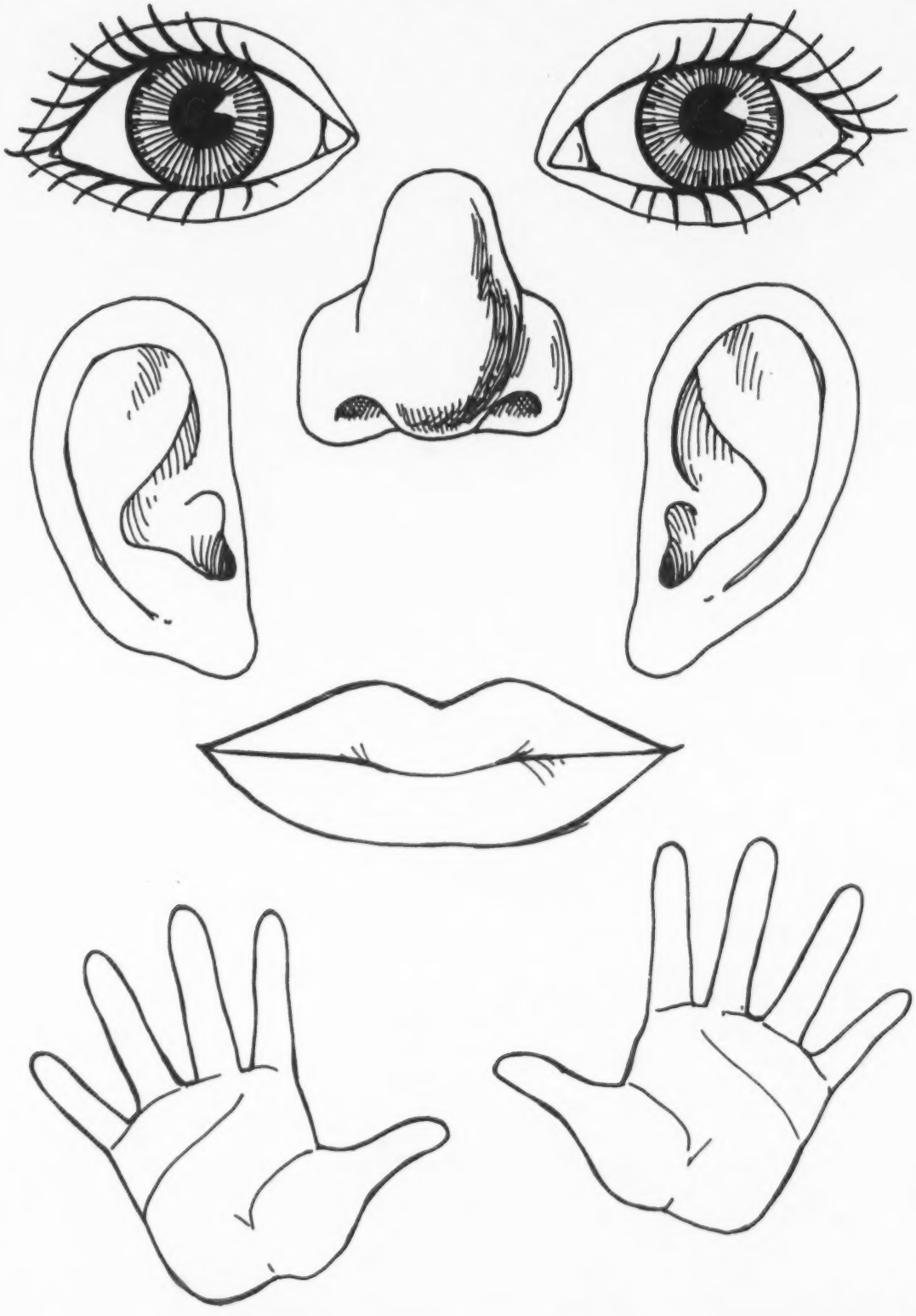
32. Demonstrate acceptable manners when eating in school, home, or public places.

33. Demonstrate basic exercises, participate in recreational games, exhibit good sportsmanship, and explain the benefits of each for the maintenance of health.

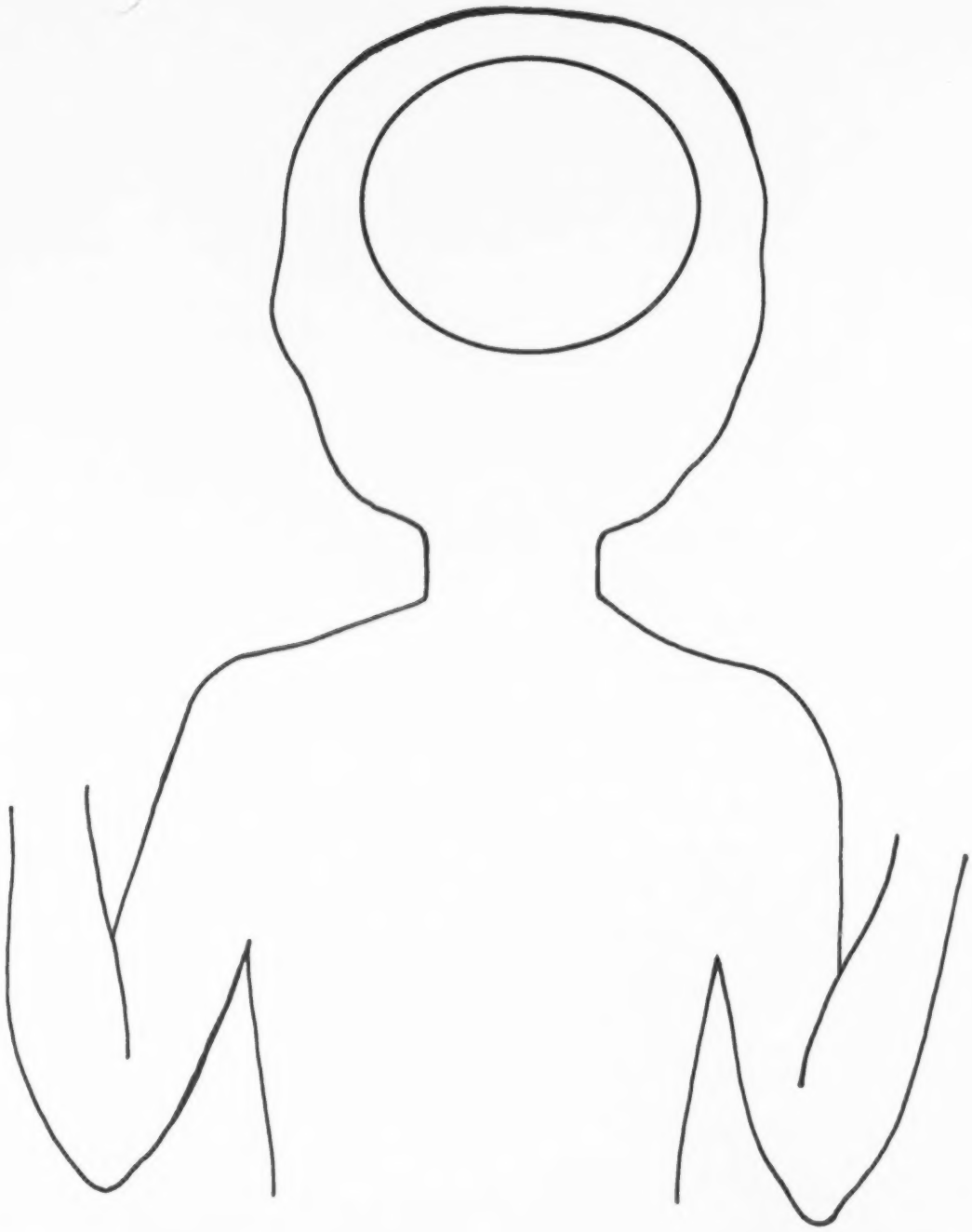
34. Practice refusal techniques associated with potentially harmful situations.

35. Demonstrate how the behaviors of self and others affect the ways one feels.

THE FIVE SENSES



PERSON OUTLINE

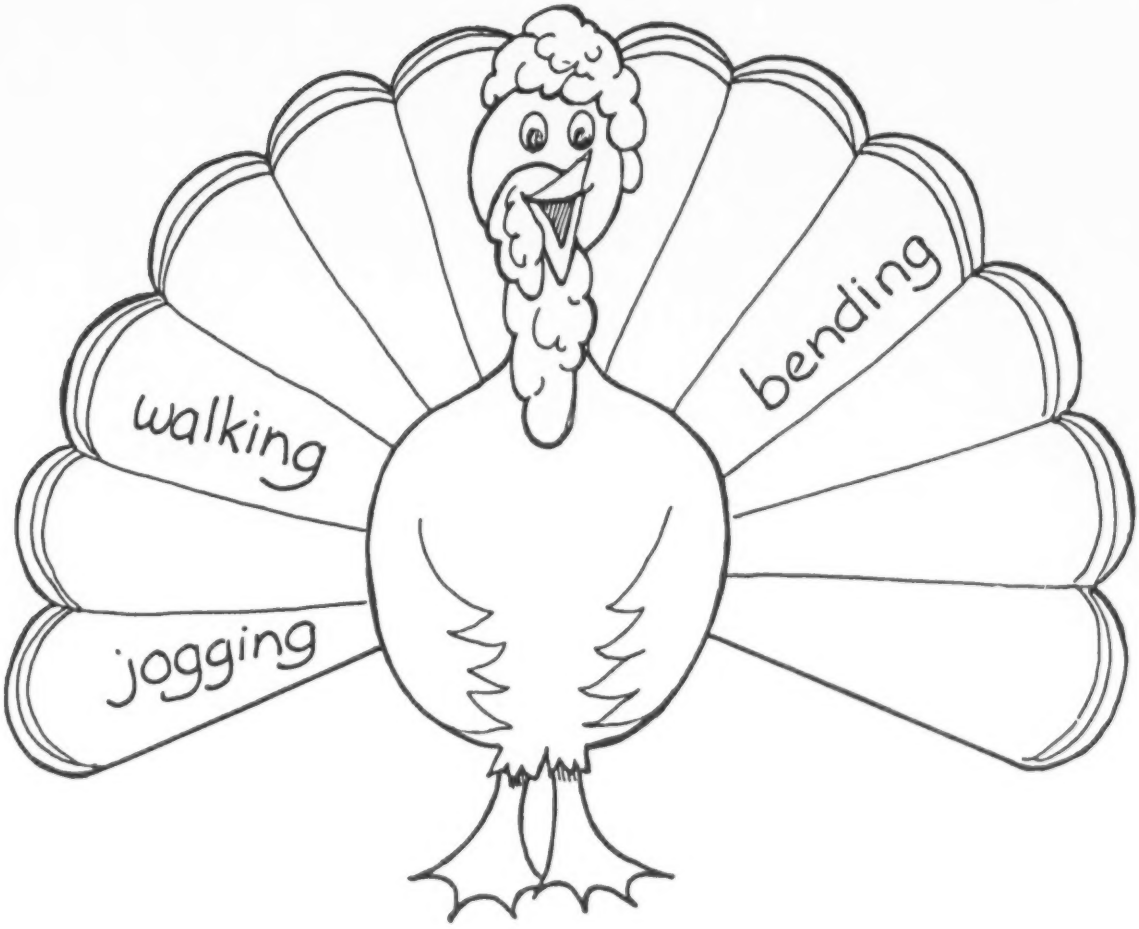


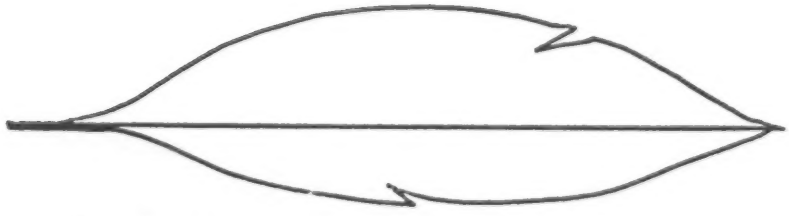
IT'S OK TO MAKE MISTAKES

KEY: 1 = Blue, 2 = Red, 3 = Yellow, 4 = Orange, 5 = Purple, 6 = Green

IT'S OK TO MAKE MISTAKES
Student Work Sheet

TOMMY TURKEY PATTERN





* might desire to use a real feather